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JOURNAL OF EDUCATION.

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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Singing Canaries

Of all the tricks of a trade the teaching of a canary to sing at his best when his singing is desired, is the latest.

The bird is kept in a closed cage in the dark, and let out of the cage into the light suddenly. With skilful attention the canary learns to sing at his best as soon as he is free in the light. There are nine musical notes or trills of achievement in the song of the canary from bass to flute.

In a contest which occurs every year in Chicago the judges mark with scientific accuracy the attainment of each bird in the various notes and trills.

The birds liberated into the light sing as though they knew they were singing for prizes.

We call attention to this as a suggestion that all examinations of students should be planned to have them do their very best. There should be a sense of unusual freedom, of conditions paralleling the coming into light by the canary.

We know a boys' preparatory school which has the highest record in percentage of college examinations, prepared by the College Board, in the United States; and in one of the most important mathematical examinations by that College Board every boy for eight consecutive years has had 100 per cent., and the class numbers about one hundred.

We know another boys' preparatory school in which in June, 1924, the students made the highest average rank of all the schools sending candidates to the Harvard examinations, and the name of every boy was printed in practically every city daily paper in the United States.

Isn't it needless to say that the school in which every student for eight years has had one hundred per cent. in the examinations of the College Board was sure that no question could be asked or could be so framed that any student would hesitate to answer it immediately.

We know that the school which had the highest rank of all schools taking the Harvard examinations knew that it was an exceptionally good class, and as early as the Christmas time every boy sacrificed his Christmas vacation, and stayed by his studies, determined to be letter perfect.

Every day in the school in which every student has had one hundred per cent. every year for

eight consecutive years the principal as well as the teacher sees to it that he cheers every boy. There is not a doleful tone, not a discouraging note in all the year.

In the class that beat all other classes in the Harvard examinations the principal and every teacher said all the time: "We are sure to win."

Who can estimate the value of such encouragement!

Important Educational Library

The School of Education of the University of Pennsylvania has twenty-five thousand volumes on the history, science, and art of teaching. The books have been culled from the general library of the University, and many special professional books have been added, making one of the best educational libraries in the world. Of the four hundred authors two hundred and twenty are British, ninety-nine American, fifty-one French, twenty German, sixteen Greek, fourteen Roman, eleven Italian, and six Russian.

The Massachusetts Way

Two years ago the school people of Massachusetts came near being caught napping. The leaders of city politics in the state set up the machinery to take all financial school matters out of the hands of school boards and put them in the hands of city councils. It had been done so quietly that the mayors of all cities, some wittingly and some unwittingly, were committed to it, and members of the Legislature had been elected to put the schools on the same basis as the fire department, police department, street department, *et al.* Many of the daily papers were ready to speak of it as the "natural thing." The scheme was perfect and was skilfully launched when the education committees of Senate and House were appointed.

State Commissioner Payson Smith was equal to the emergency, and the school superintendents of the state, A. R. Paul of Dartmouth, president, rallied nobly, and Superintendent M. E. Fitzgerald of Cambridge was the star actor from first to last, and when the victory for the school was so complete that the opposition entirely collapsed, the superintendents of the state presented Mr. Fitzgerald with an elegant watch and chain, Superintendent Charles S. Clark of Somerville making an appreciative presentation. Massachusetts has only 8,000 square miles and no county superintendents, but it has 240 superintendents all with a professional standing. When they mass a play it is some play, and when M. E. Fitzgerald had them in hand it was a great game, and the superintendents were ready with their appreciation.

Appreciation of Dr. Athearn

We have taken occasion more than once to refer to the really wonderful achievement of Dr. Walter S. Athearn in the creation of "The School of Religious Education and Social Service of Boston University," but the purchase of a quarter-of-a-million-dollar Home for its women students adjoining the Twentieth Century Club House, corner of Mt. Vernon and Joy streets, opposite the State House grounds, is as noble an achievement as has come to any educational activity in the first five years of its existence. The building provides one hundred rooms for students with every modern convenience for health, comfort and social life. Dining rooms and parlors are spacious and beautiful.

Coal

[This is an advantageous time to have pupils and students learn about coal.]

Commercially the most valuable of all sedimentary rocks is coal.

It is estimated that fourteen billion (14,000,000,000) tons of coal have already been mined in the United States, and there are still seventeen billion (17,000,000,000) tons of anthracite, fifteen hundred billion (1,500,000,000,000) tons of bituminous, and two thousand billion (2,000,000,000,000) of lignite.

In 1921 we mined more two-thirds of a billion tons of coal.

Of every 1,000 tons of coal, industry uses 350 tons; railroads, 250 tons; domestic heating and cooking, 165 tons; coke, 150 tons; fuel at the mines, 35 tons; gas works, 10 tons; and we export 60 tons.

Chicago Retires Seventy-four

It was a surprise to learn that Chicago has had no Retirement Rule until 1926, and that one member of the Board of Examiners, six principals of high schools, and twenty-one principals of elementary schools, and forty-six teachers retired on January 31 because they were seventy years of age or more, and have been in city school service at least twenty years. They will receive one-half of the average salary of the last ten years provided that none shall receive less than $1,500 or more than $2,500.

Erratum

In the article on "Compulsory Military Training," by Lucia Ames Mead, in our issue of January 21, the term "New York University" should have been "College of the City of New York" in the reference made to the vote of the students against compulsory military training.

Fifty Years of Progress

One of the best contributions to the record of educational progress is issued by the University of Iowa, College of Education series, No. 13, Dr. Charles L. Robbins, editor.

While it is merely the proceedings of the celebration of the fiftieth anniversary of the College of Education it is one of the best series of statements of educational progress of half a century that has been published. It culls out real achievements and sets them forth so clearly and vividly that it is invaluable. Nowhere can there be found so much that every teacher should know and so little that it is unnecessary for him to bother with.

The masterpiece of the occasion was the address of Dr. Homer H. Seerley, president of the State Teachers College, Cedar Falls, and it is the one contribution to this "Fifty Years of Progress," the omission of which would have been a tragedy. It is a classic, not only historically but in presentation. It is autobiography such as no other American educator has written. It presents with matchless faithfulness the life of a country student in a university sixty years ago. It is a brilliant portrayal of the opportunities and responsibilities, labors and triumphs, fear and faith of a young man whose vistas had no visions of the wonderful educational leadership in the state and professional leadership in America.

The other historical contributions are by Forest C. Ensign, Albert E. Winship, Warren A. Jessup, Ellwood P. Cubberley, and James E. Russell, Edward L. Thorndike, and Charles H. Judd.

Is There to Be a Noble Turkey?

In "Osman Pasha" William Jourdan Rapp has produced a drama of boundless possibilities (The Century Company). No one has given the modern world just such a picture of the Turk of tradition, the Turk of history, as Mr. Rapp has in his drama, and certainly no one has dared to present the Armenian that Mr. Rapp has portrayed, but we can but think that the visioned Turk, noble and glorified, is impossible without the Armenian of "Osman Pasha."

Unquestionably Mr. Rapp has caught a vision of a Turk hitherto beyond the vista, even of the most daring dramatist. It is cause for genuine rejoicing that there has come into the literature of America today a dramatist who is sure to command the attention of the Christian world, of historians, of all who have unbounded faith in the future of human nature. No one has drawn a picture of the transformation of human nature, yes, the translation of traditional evil into intensified virtue, as has been done by William Jourdan Rapp in "Osman Pasha."

World Hero Prize Competition

Clement M. Biddle of New York has provided the sum of twelve hundred dollars in prizes open to competition by students in the secondary and higher elementary schools of the world. The prizes will be awarded for the best short essays on the twelve personalities, men or women, deemed worthy of remembrance as the world's greatest heroes. The final list of twelve heroes will be the names submitted by the largest number of schools sending lists of twelve heroes.

Schools rather than individuals will compete for the prizes. A school may have each of the twelve written by a different student. The list of twelve will be announced on June 1, and the essays must be received by September 1.

There are seventy-five elementary schools in Buffalo; about one-half of the principals are women.

Notable Athletic Achievement

We are using in this issue an account of the way in which athletic problems were solved in Waltham, Massachusetts, by dealing with one problem at a time when there were more problem complexes than we have known. All problems were skilfully solved. The account is written by Superintendent Edward W. Blue.

Winsted's Lead

The Gilbert School, Winsted, Connecticut, W. D. Hood, principal, has a proposition the like of which we do not know elsewhere:—

"Any teacher whose salary is paid in full by the Gilbert School shall, on the completion of twenty years of service in the Gilbert School, be entitled to leave of absence with full pay for the next school year, or at his or her option and with the consent of the school committee, may elect to teach during the whole or any part of that year, in which case he or she shall be entitled to receive in lieu of such leave of absence, so much of an additional year's salary as the number of weeks taught bear to the number of weeks in the school year."

The Gilbert School is practically the high school of Winsted.

England has the silliest school man on record. He is a college professor of London, too. He says the world is not organized for a much higher level of intelligence.

Address on George Washington

By PRESIDENT COOLIDGE

[Address by President Coolidge before the Department of Superintendence of the National Education Association, February 22, 1926, at Washington, D. C.]

It is doubtful if anyone outside of certain great religious teachers ever so thoroughly impressed himself on the heart of humanity as has George Washington. No figure in America has been the subject of more memorial tributes and more unstinted praise. And yet the subject never seems to be exhausted and the public interest never seems to be decreased. The larger our experience with affairs of the world, the more familiar we become with his life and teachings, the more our admiration enlarges, and the greater grows our estimation of his wisdom. He represented the marvelous combination of the soldier, the patriot, and the statesman. In the character of each he stands supreme.

"Our country has prospered, our government is secure. But that prosperity and that security flow from the school and the church. They are the product of the mind and the soul. They are the result of the character of the American people. Through and through Washington is the great example of character. He sought to bestow that heritage upon his country. We shall fail in our understanding of him unless we remember that during his lifetime he helped to build a place of religious worship; in his will he provided for institutions of learning, and in his farewell address he emphasized the spiritual values of life. But what he did was even more eloquent than what he said. He was a soldier, a patriot, a statesman; but in addition to all these he was a great teacher."

As a brave soldier he won the Revolutionary War. As an unselfish patriot he refused to use the results of that victory for his own benefit, but bestowed them all on his fellow countrymen. As a wise statesman, gathering around him the best talent of his time, he created the American Republic. All the increasing years only reveal to us how universally great he was. If to set a mark upon the minds of men which changes the whole course of human events is teaching, then Washington ranks as a prince of teachers.

The world is not the same as that into which he was born on that February day in 1732. It is a better world. The stately march of civilization which has since advanced so far, has proceeded in a course which he marked out. The imposing edifice of human progress which has since been raised so high rests to a large extent upon the foundations which he wrought. To those who wish more civilization and more progress there must be a continuing determination to hold to that course and to maintain those foundations. If any doubt what benefit these have been, they have but to compare the present state of America especially, or even of the rest of the world, with what it was when Washington was born.

History seems to indicate that he led and directed a transformation that was growing with an increasing strength over western civilization. The fires of the Middle Ages had burned out. The reaction from the days of Cromwell had run its course in England. The glory of the old regime in France was declining. The power of Spain was shifting to other hands. But while the old was passing the new had not yet begun. Materially and spiritually, things were at a low ebb in the Old World. It has been described as a time "when poetry sank into dull prose; when philosophy rarely soared above the material or the purely logical; when the only earnestness existing took the direction of greed or self-indulgence; when the public service was corrupt; when public morals were licentious and when common language was profane."

The finances of the people were in a disordered condition. It was distinctly a transition period in America. The early settlers who had come from the old country had passed away. A very large proportion of the inhabitants of the Colonies, estimated by some as nearly 90 per cent., were native born. The pioneer crusading fervor was gone. The new awakening had not come. The attachment to those institutions that are represented by an order of nobility was breaking down. Both in the Old World and in the New the ancient aristocracy was crumbling; but the modern democracy had not yet arisen. An era was approaching which was to give less and less attention to kings and more and more attention to the people. In that era Washington was to be the heroic figure.

No doubt the most powerful influence which was working to establish the new order was the revival of religion. This movement had been started in England by John Wesley and

George Whitefield in 1729. It was distinctly an effort to reach the common people. They went down among those who were not otherwise reached, preaching the gospel. In America, Jonathan Edwards led two revival movements, culminating in 1742. Whitefield came to this country and preached to great congregations during this period, and the followers of Wesley sent Bishop Asbury here in 1771. These religious activities were distinctly popular movements. They rested on the theory that every human soul was precious. They resulted in a leveling process; but it was not a leveling down, it was a leveling up. They raised every person that came under their influence to a higher conception of life. A new recognition of spiritual worth gave to all humanity an increased importance.

Another very predominating influence, supplementing religion and flowing from it, was education. This movement was not new in the Colonies, but it increased in volume after 1732. It has been claimed that the Reformed Dutch Church of New York founded an academy in 1633 and that the Boston Latin School was established in 1635. In the same year Boston took action in a town meeting to support a school, and in Connecticut and Rhode Island schools were opened within a few years. In Philadelphia, New Jersey, Maryland, Virginia, and South Carolina, and other Colonies, early action was taken to provide schools, but the effort was not followed up so assiduously as it was in New England, where the clergy were very active in its promotion. This influence was seen in the first compulsory school law in America, which was passed in Massachusetts in 1647. ". . . it being one chief project of the old deluder Satan to keep men from the knowledge of the Scripture," the preamble recited, the General Court ordered that each township "after the Lord hath increased them to the number of fifty householders shall then forthwith appoint one within every town to teach all such children to write and read."

Towns of 100 families were required to have a grammar school and a teacher able to prepare youths for the university. Penalties were fixed for the violation of this law.

In 1732 there were already three colleges in America—Harvard, William and Mary, and Yale—with a combined attendance which is estimated at about 275 students.

The intellectual awakening that went on between that time and the opening of the Revolutionary War could not be more plainly revealed than by the establishment during that period of only a little over forty years of no less than ten additional colleges. Then were laid the beginnings of such great institutions as Pennsylvania, Princeton, Columbia, Brown, and Dartmouth. When it is remembered that a knowledge of the truth has always been the maker of freedom, this remarkable quickening of the religious and intellectual life of the Colonies in these years just prior to the Declaration of Independence becomes of enormous significance. Rightly considered, it would have been an ominous warning to the British Government that America had long since begun to think for itself and unless justly treated would soon begin to act for itself.

While this intellectual and spiritual awakening was taking place during the youth and maturing years of Washington, he benefited by it not so much from taking part in it as in later directing the results of it. Although he lived in one of the most populous and perhaps richest of the Colonies, popular education around him was still undeveloped. Newspapers were almost unknown in the New World and permanent and regular lines of transportation did not exist. About the only regular visitors to his Colony were foreign tobacco traders, dealers in fur, and peddlers. The clergy were almost the only professional class. The people were very largely engaged in agriculture.

At the early age of three, however, Washington was placed under the instruction of a tutor, who seems to have confined his teaching to the most rudimentary subjects. When he was eleven another man took charge of his education and began to instruct him in the fundamentals of the forms of business. Some of his copy books of that day are still in existence. There is evidence that he was taught some Latin, but his preliminary education was virtually completed when he was thirteen years old. Paul Leicester Ford says that:—

"The end of Washington's school days left him a good cipherer, a bad speller, and a still worse grammarian; but fortunately the termination of instruction did not by any means end his education."

After this he studied surveying and pursued that occupation for several years. This was an exacting calling, training him in accuracy. But when he was fifteen he came into close contact with Lord Fairfax, a cultured gentleman of sixty years, who had a considerable library. His diaries of that period show him reading English history and essays in the Spectator. But these early opportunities constituted only the beginning of his education, which he continued in one form or another almost to the end of his days. His experience, his power of observation and absorption finally overcame this lack of early training, so that in his later days his writings, correct in form and taste, adequately revealed the great strength of character which he had developed.

Perhaps because of his own early experience he was the more solicitous for the members of his family. To one who was charged with the care of John Washington he wrote as follows:—

"In respect to the kinds and manner of his study, I leave it wholly to your better judgment. Had he begun, or rather pursued, his study of the Greek language, I should have thought it no bad acquisition; but whether if he acquire this now, he may not forego some

useful branches of learning, is a matter worthy of consideration. To be acquainted with the French tongue is become part of polite education; and to a man who has the prospect of mixing in a large circle absolutely necessary. Without arithmetik, the common affairs of life are not to be managed with success. The study of geometry and mathematics (with due regard to the limites of it) is equally advantageous. The principles of philosophy, morals, etc., I should think a very desirable knowledge for a gentleman."

His practical interest in education in his later life was further manifest by his accepting the position of a chancellor of William and Mary College in 1788.

In religion he conformed to the practice of his time. It is related that he was baptized when two months old and probably attended church regularly until he was sixteen. From that time until 1759 he was largely engaged in expeditions. After his marriage and settlement at Mount Vernon he was made vestryman in two parishes, for one of which he was instrumental in erecting a building. While he was not a constant church attendant, he was a constant contributor and always gave respectful consideration to the religious beliefs of others. He was tolerant in all things.

The mature opinion of Washington upon the importance of the intellectual, moral, and religious forces of the nation is not only revealed by his actions, but is clearly set forth in his statements. He looked upon these attributes as the foundation which supported the institutions of our Republic. This opinion was most forcibly expressed in his farewell address, where he said:—

"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition, that morality can be maintained without religion.

"Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle. 'Tis substantially true that virtue or morality is a necessary spring of popular government. The rule indeed extends with more or less force to every species of free government. Who that is a sincere friend to it can look with indifference upon attempts to shake the foundation of the fabric?"

The policies of Washington always had a national outlook. He warned his country against sectionalism. He promoted internal improvements calculated to bring together different parts of the nation. When he came to the consideration of the problem of training the youth of the country he was not only in favor of education for its own sake, but sought to make it contribute to the national spirit. Believing thoroughly in American ideals and in the American Union, it early occurred to him that a national university would be beneficial both by the power it would have to present the principles on which the Republic was founded, and the power it would have to resist provincialism, by creating a forum for the exchange of ideals through a student body drawn from all quarters of the nation. It is said that he expressed this thought soon after he took command of the Continental Army at Cambridge. He referred to it in a general discussion of the subject of education in one of his early messages to the Congress, in which he said:—

"Nor am I less persuaded that you will agree with me in the opinion that there is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is, in every country, the surest basis of happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionably essential. To the securing of a free constitution it contributes in various ways--by convincing those who are interested with the public administration that every valuable end of government is best answered by the enlightened confidence of the people and by teaching the people themselves to know and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between brethren, proceeding from a disregard to their convenience, and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first and avoiding the last; and uniting a speedy but temperate vigilance against encroachments with an inviolable respect for the laws.

"Whether this desirable object will be best promoted by affording aids to seminaries of learning already established, by the institution of a national university, or by any other expedients, will be worthy of a place in the deliberations of the legislature."

And in his farewell address he again uttered this same thought as follows:—

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

He urged it more strongly in a letter to the Commissioners of the District of Columbia in

1795, and finally he declared in his will—

"That as it has always been a source of serious regret with me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds were formed or they had imbibed any adequate ideas of the happiness of their own, contracting too frequently not only habits of dissipation and extravagance, but principles unfriendly to republican government and to the true and genuine liberties of mankind, which thereafter are rarely overcome. For these reasons it has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas through all parts of this rising empire, thereby to do away local attachments and State prejudices as far as the nature of things would, or indeed ought to admit, from our national councils.

"Looking anxiously forward to the accomplishment of so desirable an object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a university in a central part of the United States to which the youth of fortune and talents from all parts thereof might be sent for the completion of their education in all the branches of polite literature in arts and sciences—in acquiring knowledge in the principles of politics and good government—and (as a matter of infinite importance in my judgment) by associating with each other and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned and which when carried to excess are never failing sources of disquietude to the public mind and pregnant of mischievous consequences to this country."

And he therefore made a bequest to the National Government on condition that it cooperate in carrying out his wish for a national university.

His desire for the increase of knowledge was further elaborated and reiterated in his will. In that instrument he even provided for educating the slave children he set free. He made bequests to two academies besides that for the founding of a national university. Although the Congress failed to co-operate, so that this wish was never carried into effect as he had contemplated it, yet the city of Washington has been made the seat of no less than ten colleges and universities, and the larger institutions all over our country are more national than local in their precepts and teaching.

While there has been agitation lasting almost up to the present day for a national university, if the idea ever prevails it will probably not be an institution devoted to the regular collegiate courses, but one for postgraduate and original research work, for which there are such abundant sources and opportunities already located in the Capital City. The Federal Government, however, has not been remiss in the support of advanced learning and of vocational training, for which it has appropriated more than $90,000,000 in the last thirty-five years, while for general educational purposes it has donated about 95,000,000 acres of the public lands.

The country at large has not failed to follow the precepts of Washington. From the three institutions of higher learning in existence at the time of his birth the number has grown to 913, with a total enrollment of over 664,000 students and over 56,000 teachers, an endowment of nearly $815,000,000, and a property value of over $1,000,000,000. Our elementary and secondary schools have expanded until they provide for more than 26,000,000 pupils and require over 822,000 teachers. In 1912 the total amount expended yearly for all educational purposes was about $706,000,000. This has been increasing with great rapidity, until in 1924 it reached $2,400,000,000. The source of this enormous expenditure, so far as public money is concerned, is almost entirely from the local and state governments.

This represents the result which has been secured by the carrying out of some of the most important policies of our first President. It should be noted that these are the policies of peace. They are based on a desire for intellectual and moral enlightenment. They are the only means by which misunderstandings, suspicions, hatreds, and wars can finally be eradicated from the earth. They are the foundation of order, of law, and of an advancing civilization. It is these elements of domestic tranquillity and foreign harmony that Washington helped to build into the structure of our institutions. There is no other structure on which they can rest.

Envy, malice, uncharitableness, class jealousies, race prejudices and international enmities are not realities. They do not abide. They are only the fictions of unenlightened comprehension. Those who preach them are not safe advisers and not sound leaders. Nothing but discord and disaster at home and abroad can result from following these policies. Washington was the antithesis of all this. His writings and teachings breathe a higher, broader purpose, a more inspired leadership. No man clung more tenaciously to what he believed was right, or was prepared to make greater sacrifices in its support. But he viewed the right as a universal principle, to be applied not only to himself but to others, not only to his own state but to the nation, not only to his own countrymen but to foreigners. There was nothing about him of the small American.

He believed our own political institutions were superior to those of other countries, but he never preached hatred of all things foreign and he made large concessions in the negotiation of treaties for the settlement of disputed questions which were for the advantage of foreign nations. He believed that obligations were mutual; that what we expected to receive we

should be ready to give, both in the field of citizenship and in the larger domain of international relations. He clung to the realities. That was his greatness.

Washington has been known as one of the most practical of leaders. He was not emotional. He was possessed of that broad comprehension of a situation which made his judgment eminently sound. With the possible exception of the field of Monmouth, when disobedience to his orders amounting almost to treachery was losing the day, history always reveals him as calm, cool and collected. He always knew what he was doing. He was not a sentimentalist. But he was a man capable of deep and abiding affection and of exalted and inspiring ideals. He loved his country with an abounding devotion. He lavished upon it a wealth of genius.

We are wont to think of him as a military commander and a civil administrator—as a man of public affairs. He was surpassingly great in all of that. But he was very much more. He wished to see his country not only materially prosperous and politically successful, but beyond that, and above it, he wished to see the intellectual, moral, and spiritual life of the people developed. This is the side of Washington to which so little attention has been given. He did not fail during his lifetime to give the most painstaking thought to these subjects. In his farewell address he solemnly warned his countrymen that these are the foundations on which rest all American institutions. More than that, they are the foundations on which all civilization must rest. It is as an expounder of these great principles that he performed the greatest service for the world.

Our country has prospered, our government is secure. But that prosperity and that security flow from the school and the church. They are the product of the mind and the soul. They are the result of the character of the American people. Through and through Washington is the great example of character. He sought to bestow that heritage upon his country. We shall fail in our estimation and understanding of him unless we remember that during his lifetime he helped to build a place of religious worship; in his will he provided for institutions of learning, and in his farewell address he emphasized the spiritual values of life. But what he did was even more eloquent than what he said. He was a soldier, a patriot, a statesman; but in addition to all these he was a great teacher.

Technique in the Recitation—V

By JOHN B. OPDYCKE

New York City

Much ado is made by educators about complete sentence answers to questions. This is something of a heresy. The human and natural way of answering questions in real life may quite properly be monosyllabic or phrasal or clausal; and the sentence sense is rarely taught by exacting complete sentence answers to questions asked. The burden of responsibility is upon the teacher. He must ask questions that will induce sentence answers without making the pupil more conscious of the form of answer than of its content. If the teacher will make sure to ask questions that provoke both thought and interest, the chances are that the pupil will speak in rounded periods. The answer reflects the question. The teacher should aim to secure sentence answers to his questions, and sentence answers minus the everlasting prefatory why-a and well-a; but he should aim first to provoke thoughtful answers, and to avoid stress upon form when content is what he is always after.

The complete sentence answer that is conscious of itself may be very awkward indeed. A good, well-constructed phrase or clause may be very graceful. Training in the use of phrases and clauses is valuable. The understood independent members of the sentence of which the answer phrase or clause is a natural part, may easily enough be derived, and should be, provided too great interruption of the thought is not incurred thereby. There cannot be too great insistence upon good form in pupils' answers. But this is not to say that teachers should be over-fastidious in this respect. Phrases and clauses are good forms. They are increasingly taking their place in literature as independent types of expression, beginning with capitals and ending with periods.

The supplementary answer should be avoided, for it is extremely weakening to a pupil's thought processes for his teacher to finish or enlarge or supplement upon an inadequate answer. It is equally damaging to a pupil's training to allow him to over-answer a question, for it leads to verbosity and confusion, and away from pointedness and conciseness in both thought and expression. Here, again, the question should be the stabilizer; it should suggest just so much answer and no more. A part of every good bit of questioning is to inform the pupil automatically when it is completely answered and when it is not. The repetition by the teacher of a pupil's answer may be pardonable on occasion for the sake of emphasis, but in the main it is distinctly

bad, for it is wasteful of time and humiliating to the child. Repetition of pupils' answers, moreover, usually indicates the teacher's inability to follow up closely and quickly with another related question. He is usually "stalling for time." He is obliged to repeat mechanically a pupil's answer in order to secure time to pose another question. And when a teacher habitually repeats answers, he may quite safely be accused of not having thought very much about the matter of questioning, and may justifiably be regarded a superficial questioner.

DETAILS OF CLASS ORGANIZATION

Every class should be so organized by the teacher as to require the least possible time and energy for such matters as the collection of papers, seating, roll-call, ventilation, erasing of boards, and the thousand and one other details of recitation management. The average class delights in organization, provided the organization is changed from time to time, to give everybody a chance. Committees formed for one duty and another will do their work well, under the proper teacher guidance and inspiration. The teacher's class presence and recitation grasp are the paramount issues in the technique of the recitation. If he is able always to hold the class situation calmly in the hollow of his hand; if he is able to resist the nagging of over-fastidious colleagues who use his room about the picayunish trivialities of tidiness; if he can live above and beyond that inferior supervision that bases all its decisions upon surface non-essentials; if he can walk in pedagogical beauty all alone, then he will probably have no difficulty in making of himself an expert recitation technician.

A case in point: In a school in "Podunk," let us say, the order went out that all boards should be erased at the close of periods, before a class was dismissed. The incoming teacher and pupils were to find all boards clean. A teacher with sincere feeling in regard to the order, protested and carried the day against putting such a belittling, wong-in-principle ruling into effect. He showed that it was essential to hold a class in action up to the very last minute of a recitation; that the beginning of a period is the logical and the psychological time to have boards erased, to clear the decks for action; that the erasing of the boards by pupils at the beginning of a recitation made for a hustling, warming-up, getting-ready attitude on the part of the class, that carried over into the recitation itself; that in his own classes the board work was always so neatly done, so carefully margined on all sides, that the boards were an inspiration to any incoming class. He was right! This example you may think is magnified out of all proportion. But supervisor's orders are not infrequently magnified beyond all reason.

We know a teacher of English who gets the roll of his class by naming the pupils after characters in a classic that is being read. Each has an understudy, or more than one, in case there are not enough characters in the classic to go around. For a teacher to be calling the roll formally and technically ten days after the beginning of a term is downright inefficiency. There are so many automatic methods of accurately "glancing the roll." We know another teacher who can call all his pupils by first names a fortnight after a term begins, and his classes are invariably large. We know still another teacher, the most just and accurate marker among us all, who would not insult his class by keeping his rating book in evidence during the progress of a recitation. And yet another teacher we know, who has too much good sense to devote much if any time to a formidable harangue on the "proper folding and endorsement" of all papers (for his own ultimate convenience). He is too busily engaged with essentials to worry his pupils with such tweedle-dee and tweedle-dum. He tells them to date and sign in full (not with last name and one or two initials) everything they write, and this is instruction that carries over into life habit. He tells them to place endorsements logically and considerately for all concerned in handling the papers, and this kind of instruction also carries over into life, though it may entail brief class discussion some day. He is eager to have his pupils habituate themselves to the use of many different styles of theme paper, for he knows that in most offices in this world the average worker has to use a variety of styles. Wise teachers, in other words, would run the school for the children and in the cause of education, rather than for themselves in the cause of personal convenience and comfort. The point of all this is, that the class machinery must be kept as far as possible out of sight, in the background. Just proportionately as a teacher allows it to become troublesome, to come to the surface, is that teacher a weak and inefficient one. His manner of handling class clerical detail is a test and a gage of his classroom manner and qualification *in toto*.

Behaviorism is a very valuable working method of investigation in psychology, but behaviorism is not an adequate account of personality, as some of its devotees consider it; much less does it furnish a comprehensive philosophy of life. . . . Religion, therefore, does have some reason to be deeply concerned about some tendencies in modern science.

—Harry Emerson Fosdick.

English in the Twentieth Century

By MARY ISBELL

Denver, Colorado

"Time and money are wasted in study and teaching of English," is the reverberating cry of the populace, particularly the business world. It is true the study of English has yielded but scant returns of the desired results; nor is that to be wondered at. English has been the dumping ground of the undesirables in the profession and the incapables of the students.

Fifty years ago in the formative period of secondary schools, and when the department of English was young in the American colleges, the chair was filled with good, respectable, honorable, superfluous adjuncts of the institution; and the destinies of the secondary schools were in the hands of the aunts, cousins and sisters of the Board of Education.

That English was a science and required the same careful preparation and study as any other field of knowledge was a fact absolutely ignored. Skilled teachers, there were none. Thousands drifted through the schools, half cared for in the English classrooms, totally ignored in others, and finally emerged in a more or less damaged linguistic condition, incapable of satisfactorily meeting the simplest practical demands on their powers of expression. The recoil has been tremendous. The public protested vehemently; such work was a farce, if not a tragedy.

As a race, we depend upon the bare mechanics of speech. Our language, take it all in all, is the product of a ready ingenuity; it is an old barbaric tool, which in its highest development is altered, patched, and tinkered into a medium of expression, the present-day tendency of which is jargon. The old folks smile, and the young people snicker at the style of Washington and Cotton Mather, at the precise diction of Dolly Madison.

The teaching of more than three decades has been that language is a tool; its range and variety have been forgotten by the schools. The vernacular speech is more comprehensive than formal literature; the vast fields of conversation and informal writing are based on principles of literary art.

To elevate personal standards, to develop unselfishness and reliability, to add to the graces of life as well as its essentials, to equip the youth of our country, that they may worthily function in the life of the Republic—these are the purposes of teaching English. Literature draws, guides and creates ideas and ideals, models and standards, hopes and ambitions, dreams and realities. Literature reveals the inner mysteries to the soul. Language is vastly larger than all its content. Focus the mind upon the story, history, oratory, drama and the Bible. Teach the esthetic mental and above all moral content. The nature of youth is plastic. Literature is the lodestar that leads to enlarged ideas and a broad horizon; it has the potential power to develop and strengthen the spiritual nature without which there can be no successful or happy life. Educators must grasp this possibility. English is no longer a subject to be taught; but a tool to be used; a means by which developing forces may be stimulated in the lives of boys and girls that will bless them throughout the surging years of manhood and womanhood.

Teachers should understand the nature of high school pupils, know what will affect them, be able to divine their likes and dislikes, to turn to account their aptitudes and aversions, to recognize and use the dominant forces that characterize this difficult age. It is more necessary to know a student than the material we present.

The adolescent is emotional, full of quirks and whims, today busy, tomorrow idle; he is a dreamer and a castle-builder; the ideals are being formed—ideals on which his future is to be built; he is not so much concerned with what he will do as what he is going to be; his heroes determine the character of his future. An intense moral and religious struggle marks the later years of this period. Life's enigma is all engrossing.

These tendencies should be kept constantly in mind; they should influence our decisions and procedure. Purposeless courses of study mark the teachers of English as lacking in knowledge of adolescent psychology. They more than any others should have a knowledge of the processes of education. Ancient rules cannot hold the interest nor stimulate the

"It may be that English is dragging her anchor, but chart and compass are not lost; they are intact. We have crossed the Rubicon; public opinion is aroused; the pupil load is lessened; our universities have heard the cry. Many are at the foot of the mount who shall scale the summit and bring down the tables of law to the multitudes."

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"The public school is the bulwark of the nation, but the university is its rampart."

activity of impatient, impulsive, virile youth. Literary surgery and Socratic methods must go. The function of the progressive teacher is not to impart knowledge but to develop power. The watchword of modern education is not acquisition but mastery—mastery and power.

Just now visual education is rampant. Everything taught must be concrete. Material must be visualized. Even languages, native and foreign, are brought to the eye. This is an era of pictures. There is a tyranny of things and a neglect and exclusion of all that is unseen. The situation is peculiar. The young people are full of zest. They work eagerly at problems that interest them. Woe be to the teacher who is not skilful and creative herself. Lamentable, indeed, is the condition of many of our schoolrooms filled with accelerated impatient boys and girls and presided over by "dumb Doras."

The really valuable English teacher must be an indefatigable reader, must have broader interests than is true of most of us. Youth's pure desire for knowledge is a precursor of the dawn that precedes the sunrise of reason. "Living vicariously through literature," is infinitely more safe than actual participation.

The beneficent influence of the English teacher touches the house. Books and magazines, she suggests, wander to the most out-of-the-way places. That which goes into the heart of the school comes out in the life of the nation.

Some teachers are prepared for this work, but more are acquiring that preparation by sacrifice. The mails are heavy with correspondence courses. The hot scorching days of July and August find the summer schools crowded with teachers devoting the out-of-school hours to study.

The ever shifting, changing, elusive life stream forces a constant readjustment of material and method. Twentieth century English needs dynamic skilled teachers. Colleges, universities, and institutions of higher learning endeavor to meet this need. The science of language in the largest sense includes the humanities; it embodies the highest culture power for the feelings and will as well as the intellect; it makes the best welded cohesions and most complete woven brain-tissue. To the universities ("the noblest term in the vocabulary of our age") are committed the highest interests of man. They are the homes of free thought and conviction; they are the best nurseries of talent; in them is kept alive the passion for truth. Ideals are created and fostered. The universities determine the status of learning. It is the trained expert, who has attained mastery by specialized concentration, who speaks the deciding word in every critical situation and in all departments of life. The public school is the bulwark of the nation, but the university is its rampart.

The teacher looks to her Alma Mater for guidance and leadership. Here the instructor with his background and rich store of information blazes the trail. The tangled undergrowth of preconceived notions is uprooted, and planted in its stead is knowledge and wisdom.

It may be that English is dragging her anchor, but chart and compass are not lost; they are intact. We have crossed the Rubicon; public opinion is aroused; the pupil load is lessened; our universities have heard the cry. Many are at the foot of the mount who shall scale the summit and bring down the tables of law to the multitudes.

How to Forget

By Rebecca Foresman

If you were busy being kind,
Before you knew it you would find
You'd soon forget to think 'twas true
That someone was unkind to you.

If you were busy being glad,
And cheering people who are sad,
Although your heart might ache a bit
You'd soon forget to notice it.

If you were busy being true
To what you know you ought to do,
You'd be so busy you'd forget
The blunders of the folk you've met.

If you were busy being right,
You'd find yourself too busy quite
To criticise your neighbor long
Because he's busy doing wrong.

—Pacific Coast Journal.

Experiments in Athletics

By EDWARD WARREN BLUE
Waltham, Mass.

We had an unusual opportunity. Chuck had been teaching chemistry and coaching high school football in a town not far from here. I had been teaching in a small mid-western university and assisted in the coaching. After the customary teachers' summer of vicissitudes and worry, I accepted the position of submaster in a Junior High School just outside of Boston. Chuck was given the position of assistant athletic instructor of the city at the same time. The following problem confronted us. Each of the two junior high schools had varsity teams, and had become fierce rivals. These teams had been spoiled at the most impressionable age by hero worship. Betting on the part of some of the townspeople had created an unhealthy situation. As these boys entered the senior high school they were almost useless, for they resented taking instruction from the senior high school coach, and expected to remain the heroes they had been in junior high.

In brief the junior high schools were falling down on their job of preparing the boys for senior high and of making good citizens.

So Chuck and I received our assignment, which was to stop this rivalry and improve conditions. Instead of one team we might have a number of teams.

Imagine being told to cut out a varsity or first team of good material, and substitute several poor teams. We were both openly sceptical, and didn't think such a plan would work. It looked as if the "Powers that be" were discouraging athletics, and we didn't see how anything could be accomplished. We were in one way fortunate, as we were given carte blanche, no interference.

Our first move was to coax everybody out to general practice, and the next step was apparent. We must not have the large boys mauling the smaller ones, so we divided the whole squad into two groups, those weighing over one hundred pounds and those under.

Our next step was the forming of teams. We decided how many teams to have, and then allowed the boys to elect their own captains.

We realized, of course, that keen competition was the only way to keep up interest and were puzzled as to a method for ensuring this, since all of the best players wanted to be together.

The captains chose in rotation, and thus each team had about the same number of good players.

Our next problem had to do with scholastic requirements. Since time immemorial when a boy dropped below in his studies he was not allowed to play. This usually punished the whole team, for we had not bolstered the morale to a point where we could expect the members of a team to force the delinquents to "come through" with their work.

Another bad feature of this method is that many boys who are poor students never are eligible, so never get interested in school athletics.

This group includes most of the trouble-makers, the so-called "problems" of the school, those who need help more than any others.

About this time we had the usual seasonal difficulty with regard to supplies, footballs, basket-balls, etc. My principal convinced the superintendent that the school department should supply this material as a part of the physical education equipment.

Here was our opportunity. Since these games were a part of the physical education, part of a prescribed course, no teacher could keep one of the boys from playing; that is, no course could interfere with the instruction or work of another. We acquainted the teachers with this fact, but did not broadcast it to the pupils. Instead, we encouraged the boys to ask the teachers who were keeping them after school if they might be excused to play football. This boon was always granted, but this procedure certainly brought the pupils and teachers much closer together.

A series of games between all of the teams in each section of the two schools was arranged. In the first few games (remember each school had seven teams and the schedule included some thirty games) we acted strictly impartially as officials at each game. Then we started to give hints to each team. As the games progressed we managed to make all of the players feel that we were interested in them. They liked this, and at the end of the football season we had instilled a spirit of good feeling and eagerness to improve.

An unsuccessful game with an outside team cured our boys of the varsity one-team idea. After the season was over letters were awarded. A unique method, justified by its success, was adopted.

Having decided that the customary scheme of giving all of the members of the high percentage team letters, whether they had made good or not, was wrong, we planned to give the two or three best players of each team a letter. As the players of each team were chosen in rotation each team had two or three good men in its personnel, and this method was fair.

These boys received the school letter providing their scholastic work was passing, and their co-operation in school was satisfactory. We had three objectives: first, to instill a spirit of eagerness to improve; second, to connect athletics with school work to the advantage of both; and third, to prepare a lot of

material for senior high school. We realized that if we accomplished the first two, the third would take care of itself.

We made a lot of presenting these letters at assembly, and carefully explained that the letter wearers should typify the best in our school; that the boy who was old and developed and was in junior high because he was lazy, was not a good example of what our school stood for, and that the small boys who were a credit to the school should not be kept from striving from the greatest school honor (and they think it is) on account of size.

Our method of rating the work of each boy was simple and worthwhile, though a bit tedious. All of the players were listed with the grades they received in each subject during the period in question. If a boy had two failures in academic subjects he was eliminated, and if he received a failure in co-operation (school attitude), he was out of the running. Those who passed this barrier were rated on the following scale:—

3 Attendance at games.
2 Attendance at practice.
3 Good sportsmanship in effort in games.
2 Athletic ability.

We found it advisable to take the score card at the close of each game and rate each player, for we realized that without this help the impressions received at the final games would be the lasting ones.

At the close of the football season we decided to have games between the two schools only when it was necessary in order to make a satisfactory schedule. So our basketball games were confined to our own school, and later the baseball games for the small boys were also intra-mural, while the large boys played a series with the other school. In both of these seasons we followed the same procedure as in the fall.

Through the summer I took account of stock. Our first year proved to be a successful experiment, but our work was not complete, and we started this fall with four additional objectives. First, we wanted to teach the boys how to play each game better; second, we wanted an added incentive for those who had been successful the first year; third, we wished to interest those who were not inclined toward athletics; and fourth, we needed officials to aid us in handling so many games.

One gymnasium period each week was spent in coaching and teaching about games, but as there was but one instructor for every fifty or sixty pupils the advance was very slow. However, another innovation met with phenomenal success. We introduced a passing football game which was played during recess. The boys went wild over it, and some of my junior high boys would have been a credit to almost any college team, as far as handling of the football was concerned.

At the beginning of the basketball season several official timers, scorers and managers were appointed. These were all boys who had never taken an active interest in athletics before.

A leaders' club was established. It meets one hour each week. We have succeeded in getting these boys to take pride in leading a class, and are nearly ready for the second step. This will be to divide each gymnasium class into a number of groups with a leader from the leaders' club at the head of each, and with the instructor as general supervisor of the leaders.

We also plan to use these leaders to assist in umpiring and refereeing under the supervision always of one of us.

This year we have an enrollment of 215 boys. One hundred and twenty-five played football, and 140 are members of basketball teams. This is entirely voluntary and the games are played outside of school hours. Many of the old trouble-makers are no longer considered as such.

Now the girls are clamoring for an opportunity to have their sports (field hockey, basketball, soccer), conducted on the extensive scale that the boys' are. They are handicapped because they have no playground, but their cry has been so insistent that they have the Parent-Teachers Association making a determined effort to have an athletic field for them by next fall.

The reasons for our success are not remote. Fair play, interest and enthusiasm tell the story.

We have been stressing athletics, but not overstressing them, because every boy that gets interested in athletics wants a school letter. That is just human nature. He knows a letter means satisfactory work in studies and in co-operation. He gets what he really wants, and athletics accomplishes more than all the preaching in the world.

It is an essential part of the new methods of instruction that the pupils should be stimulated to hard work in every subject, including the literary ones, by interesting them in doing things themselves rather than by reading about objects or events or being told about them.

—Charles W. Eliot.

Personal and Professional

DAVID A. ELLIS, one of the ablest presidents of the Boston School Board in the last fifteen years, has resigned from the Massachusetts Public Utilities Commission to which he was appointed by Governor Coolidge, and re-appointed by Governor Cox. His second term has another year to run, but of late the demand on his time has seriously interfered with his law practice, so that he could ill afford to continue in office.

MELVIN NEEL, president, Board of Education, Long Beach, California, is a man of exceptional administrative ability, as the record of Long Beach shows in every line of functioning. He is a citizen who responds to all sorts of appeals for public service, but his real job is general supervisor of Los Angeles County rural schools.

HAROLD C. SPENCER, headmaster of one of the Boston high schools, who died of pneumonia after a brief illness on January 18, was one of the city's most enterprising schoolmen, though he had been headmaster only five months. He had been in the city service since 1909. He had been an instructor for several years in Boston University and Simmons College.

DR. ELIZABETH A. SULLIVAN, adjuster extraordinary for Boston Social and Welfare Agencies, has six societies behind her. These are the Massachusetts Society for Mental Hygiene, Family Welfare Society of Boston, the Co-operative Workrooms, the Federation of Placement Workers, the Massachusetts Association for the Blind, and Women's Educational and Industrial Union. One of the best characterizations of Dr. Sullivan, who, by the way, has daughters five and seven, is by Gardner Jackson: "She has no professional swagger, and in her attitude one catches none of that superior aloofness which is sometimes found in practitioners of a new science who feel they have the method for the world's salvation."

She is intensely interested in the whole problem of why people don't get along better in the world and more particularly why a certain proportion of them go on the rocks instead of being able to come to some sort of compromising and livable terms with their environment.

Here is a characteristic expression of hers: "You cannot help your heredity but you can help your environment." She attacks every situation from the environment angle, taking the ground that if you do not make comparative peace with your environment, you are due for a life of instability. Adjustment to one's environment does not signify one's satisfaction with it, but until one accepts his environment as a set of circumstances to which he must adjust himself, he cannot work for a better one.

CHARLES A. LEE, state superintendent, Missouri, Jefferson City, is giving the state a notable educational awakening with the slogan, "Make Missouri First." The state seems sure to take front rank in agricultural education. There is nothing better being done today than is done under the intelligent and inspirational guidance of George W. Reavis, director of vocational education; J. B. Boyd and Guy E. James, state supervisor and assistant of agricultural education. Missouri receives this year under the Smith-Hughes Law $226,762 from the Federal Government, and the state matches that amount, so that the state will have $453,524 for Vocational Agriculture, Home Economics, Trades and Industries.

In 1918 there were three teachers and forty students in Vocational Agriculture Schools. This year there are one hundred teachers and 2,666 students in these schools. State Superintendent Charles A. Lee says: "We have come a very long way, but the end is not yet."

RICHARD J. WERNER, California State Director of Agricultural Education, reports that the teaching of agriculture cost the state $120,000 last year, but the net profit of the high school farms was more than $200,000. It is all in the management, and Mr. Werner's management is adequate.

HENRY E. DUBOIS, who died in the Memorial Hospital, Springfield, Mass., on January 21, had been for sixteen years principal of the Armory Street School of that city and had been eminently professional in spirit and in service.

MRS. HENRY FRANKEL, Des Moines, is one of the eminent promoters of a better country life for children. No one is doing more for the preservation of wild plants and care for birds. She has done much toward beautifying school grounds by planting native shrubs, flowers and trees upon school grounds.

JOHN FURMAN THOMASON, Winthrop College, Rock Hill, South Carolina, has written "The Foundations of the Public Schools of South Carolina" (The State Company, Columbia) with critical regard to facts while equally attentive to the interest of his readers. It is not easy for anyone to glory in the noble spirit of the colonists and statesmen up to the Great Conflict, and then go forward a quarter of a century and write with ardent devotion to those who have made the South Carolina of the last fifty years.

Professor Thomason has done this so skilfully, yes, so artistically, that it can be read with equal interest by school men in every state in the Union.

Appreciation of James L. Hughes

By SIR LESLIE MACKENZIE
Edinburgh, Scotland

It is many years since I first met Dr. James L. Hughes. I cannot remember whether the first meeting was at Dr. Morgan's house or at a lecture arranged for Dr. Hughes in Edinburgh. But what does time matter with such a man? We have met him many times in the last twenty years and every time we revelled in the charm of his comments on life. When I try to set down what I think of Dr. Hughes I feel that I could start from a dozen standpoints and find some vivid memory from each, and then start again from another dozen and find memories equally vivid. Yet through the wonderful range of talk I should still only be in the approaches to a personality of peculiar richness and subtle power. In the first ten seconds he makes you at home; he is an old friend, and all the liberal causes of mankind are on his lips. He came to us like a breath of warm spring, and if I tried I should fail as utterly to convey anything real about him as I should if I tried to seize the summer clouds or estimate the part that the green world plays in our picture of life.

Here is one thing that dwells with me. On one of the occasions when he came to Edinburgh it was arranged by the Educational Institute of Scotland that he should be entertained to dinner. It is my habit to time speeches, and I like to have my own timed, especially when there is a list of others; but when he rose, time stopped although the hands of the clock went forward. He kept us for at least one clear hour charmed with his voice, and I can say truly that when he ended we were all sorry. Such an effect I have seen at some good political speech, where a whole audience was in sympathy with the cause; I have seen it, too, where a brilliant literary man filled the air with witticisms and humorous approaches to great problems; humorous to his audience; grim earnest to him, who, however, deliberately chose the humorous form. But to hear a man talk of his work for one clear hour and yet keep on a level infinitely above the petty vanities of achievement or the trivialities of domestic detail, is a rare experience. And that was our experience with Dr. Hughes. He spoke as objectively as a child yet, to use Carlyle's phrase, he spoke "with the ripe faculty of a man." He announced principles with the grace of a skilled swordsman. He told us stories like a born storyteller. He gave us indeed domestic details about his home and children and the mystery of their lives; but he touched the features into the picture with such an air of the universal that we became spectators in the game of life.

And so through that brief hour he spoke to us, as the embodied spirit of Pestalozzi and Froebel and of the modern intelligence, as it has been modified by their work. Then he told us what led him to the study of Dickens. I have dipped into his book on Dickens more than once and found it full of inspiring points. He told us that he had known the teacher where Dickens had studied the principles of the kindergarten and she had told him that Dickens would spend days with her watching hour by hour the reactions of the infant mind and the methods of enkindling it. It was as the fruit of that experience that Dickens wrote in Household Words the best exposition in English of the principles of infant education. "Enkindling" was the word that did it. For my part, Dickens was not then, he is not now, a closed record; but I have not read many of his books and I know that I shall never read them; but I have read enough to understand Dr. Hughes's enthusiasm and I thank him for the illumination of that evening. I wish I could convey the living smile, the glint of humor, the spaciousness and graciousness of the whole hour; but that is a thing for an artist, not for me. I can only indicate what I felt on one of the rare occasions of life.

We met him again when he came with the great crowd of kindergarten teachers from Canada and the States on their pilgrimage to the holy land of Froebel's birthplace. It was our happy experience to shake hands with teacher after teacher and we spoke afterwards to ourselves of the difference that marks off the easy manner in the free democracies of the West from the reserve of our island culture. It was a striking contrast. But Dr. Hughes was at home everywhere, and there was never a dull moment.

Have I said enough to show the vividness and variety of Dr. Hughes's effects on those of us that met him? It would be easy to attempt a few generalities; but I have tried to speak in example rather than summary. But I can truly say that to us, personally, my wife and myself, James L. Hughes has counted among our great friends. Why it should be so is to us, as perhaps to him, a mystery. But there is no man in this world that it gives us more delight to meet and none that we part from with greater regret. He brought with him always the spirit of friendship and, wherever he went, he stimulated answering chords. This, surely, is the greatest lesson in all education.

A learned friend of ours, known all over the world, was made a doctor of divinity by a Scottish university, although he was not a professional theologian, and my wife designated him "An Artist in Theology." It is something like this that I should like to say of James L. Hughes. He is "An Artist in Education" and he has made thousands tremble with delight at the dream world revealed by his living words.

Book Table

A BRIEF COURSE IN ADVANCED ALGEBRA. By Herbert E. Buchanan, Tulane University, and Lloyd C. Emmons, Michigan Agricultural College. Under the editorship of John Wesley Young, Dartmouth College. Cloth. 183 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The prominent features of this new Advanced Algebra are its brevity, its modern point of view, and its adaptability. A total 140 pages give adequate review of elementary algebra and cover thoroughly all of the new College Entrance Examination Board requirements. Professor Young, the editor of the Mathematical Series of this publishing house, thinks this test "will bring new life into a subject which has seemed to be in some danger of lagging behind in the progressive modern developments in mathematical education."

PROBLEMS AND PROJECTS IN INDUSTRIAL ARTS. By Kenneth R. Lavay, New Rochelle, N. Y. Peoria, Illinois: The Manual Arts Press.

This book contains suggestions and problems for information and work in various lines of industry which are typical of our modern specialized workaday world. It is planned especially for shops having only the average manual training equipment, and offers opportunity for the expression of individual ideas in design and the development of originality and initiative in planning and executing various projects.

It deals elaborately with bench woodworking, electricity, radio, concrete, sheet metal and advanced woodworking. It meets a real need adequately in a sensible way.

THE CLAPP DRILL BOOK IN ARITHMETIC. By Frank Leslie Clapp, University of Wisconsin. Fourth Year, Fifth Year, Sixth Year, Seventh Year, Eighth Year. Each book in paper covers. About 100 pages each. New York, Newark, Boston, Chicago, and San Francisco: Silver, Burdett and Company.

Every publisher of school books vies with every other publisher in providing schemes for practice for perfection in Arithmetic, and "The Clapp Drill Book in Arithmetic" puts its practice work in paper covers six by eight inches.

Researches in all sorts and conditions of children's activities are claiming unprecedented attention, and Professor Clapp's study of the work of more than ten thousand pupils rivals the initial studies in spelling of Colonel Leonard P. Ayres and Dr. Edward L. Thorndike. For instance, forty-three per cent. of all mistakes in addition were in these combinations:—

5+5	7+5	9+5
5+6	7+6	9+6
5+7	7+7	9+7
5+8	7+8	9+8
5+9	7+9	9+9
6+5	8+5	
6+6	8+6	
6+7	8+7	
6+8	8+8	
6+9	8+9	

On studies like this "The Clapp Drill Books in Arithmetic" are based.

PRACTICAL MATHEMATICS FOR JUNIOR HIGH SCHOOLS. Three Books, First, Second, Third Years. By Frederick G. Bonser, Ph.D., Columbia University; Frank G. Pickell, superintendent, Montclair, New Jersey, and James H. Smith, superintendent, West Aurora, Illinois. Chicago, New York, Dallas: Mentzer, Bush and Company.

These books, about 250 pages each, are skilfully graded for each of the junior high school years. They furnish abundance of practice under each phase of the year's work. The books provide for rapid calculation in practical computations.

The illustrations are helpful, the grading is exceptionally good, the variety of opportunities is important, and results are reasonably sure even with students who are not mathematically inclined.

THROUGH SCIENCE TO GOD. By Floyd L. Darrow. Cloth. 309 pages. Indianapolis: Bobbs-Merrill Company.

It is too much to ask that in the present stress and strain of traditionalism the anti-scientists will read any story of creation as recorded in the heavens above or the earth beneath with any respect for truth as creation has written the truth in rocks or in any revelations of nature, but fortunately there are to be innumerable students who will seek the truth in creation without disturbing their spiritual faith, and for such Floyd L. Darrow's "Through Science to God" is most welcome. He is a devout Methodist, spiritual in his faith, a lover of "The Word" as it comes through revelation and intelligently devoted to the truth as it has been recorded in creation.

WORKING MANUAL OF CIVICS. The Project Method Applied to the Socialized Recitation. By Milton Conover, Yale University. Baltimore: The Johns Hopkins Press.

This is by far the most elaborate, and at the same time the most specific demonstration of a real combination of the Project Method and the Socialized Recitation that we have seen. It makes a science as well as an art of both the Project Method and the Socialized Recitation.

These exercises aim to lead the student beyond the covers of textbooks and into the practical fields of actual government, National, State and Local—which can be understood readily from the official publications that emanate from these units of our composite Federal system.

The maximum amount of benefit to be derived from these exercises presumes a meeting of the class for a socialized recitation at stated periods about once every two weeks—the interval permitting sufficient preparation along with the textbook recitations. At this meeting each student may report personal conclusions on the general problem in the light of independent research. Thus a group of members might attack the general problem of presenting some typical functions of the President as revealed in his annual messages to the Congress. Each student is assigned a different message but searches for answers to the questions listed in the exercise for all members of the group. In class, the student reports orally on each of those questions, and thereby illuminates for the whole class the general problem. Each member becomes the leading student authority in the class on a particular topic, while the members of the class collectively benefit from the reports of each student. The collective report on that general problem, therefore, might be more comprehensive and more illuminating than could be any lecture on the same subject from any one person no matter how efficient and conscientious that lecturer might be.

The problems aim to cultivate in the student the creative instincts and to afford a constructive expression of the productive energies that easily may be suppressed by overmuch receptive reading of textbooks and *passive attention to lectures*—which all too often has tended to a reaction in a calamitous direction—instead of stimulating an active and wholesome citizenship.

Eventually the socialized project method of teaching civil government will be utilized in much the same spirit as is the case system in the teaching of the law, and as is the problem method in the teaching of modern business principles.

TREND OF THE TIMES

Protest High Cost of Wives

A petition has been sent to the Russian government by 200 Moslem youths of Nizhny-Novgorod, who wish to marry, asking the government to abolish the present system of "selling marriagable girls like cattle." Complaining that times are bad and the cost of living high, the swains say that they cannot pay the parents the prevailing compensation for young brides. This consists of $100 in cash, 100 pounds of sugar, 35 pounds of butter, 4 pounds of Chinese tea, 35 pounds of honey and two pairs of shoes. In addition to this the bride receives from her spouse a dowry comprising ten yards of material for a coat, nine yards of satin, three woolen shawls, two pairs of shoes, a woolen neckerchief and a set of necklaces and a bracelet made of old silver coins.

Jobs Scarce in Florida

Requirements for those planning to earn their living in Florida were made public by the National Association of Travelers' Aid Societies as a result of a study of the situation in four of Florida's principal cities. This survey showed that the so-called "white-collar" positions were very hard to obtain, manual laborers having a much better opportunity for quick employment. Stenographers, waitresses and well-trained domestic help had the best chance of getting work, the association found.

Firemen Recruited From Palm Beach Society

The latest sport taken up by the young social set at Palm Beach, Florida, is fire fighting. Alarmed by the numerous fires recently, a number of young "blue bloods" have signified their intention of joining a volunteer fire department which has been urged by Fire Chief Schulz, of West Palm Beach. When formed, the company probably will be the richest fire fighting organization in the United States.

Cut Bus Service to Help Trolleys

A report from London states that the London City Council street cars carried 6,500,000 fewer passengers in 1925 than in 1924, and there was a deficit of more than $1,000,000. Other trolley companies have been similarly hard hit. To save the London street car system from bankruptcy it is probable that before Easter the number of busses on routes where they compete with the street cars will be reduced during the non-rush hours. It is understood that the authorities have given assurances to financial houses, from whom help has been asked by the companies, that no policy contemplating abandonment of the trolley system will be adopted.

Fascist Organ Sees Big European War

L'Imperio, extreme Fascist paper, in denying charges by Senator de Kerguezec, of France, that Italy is embarking upon the largest of all naval construction programs, stated that Italy and France have every reason to be allies rather than enemies in "the inevitable war which every one deprecates, but which is already predictable by so many signs." The Messaggero, another Italian paper, also denied the French senator's charges, and said: "M. de Kerguezec's alarmism will only serve to provoke between Italy and France a naval armament competition which it would be preferable to avoid in the reciprocal interests of the two countries."

Guinea Pigs Used to Test Bootleg Rum

Prohibition agents in New York city recently found ten guinea pigs that were alleged to have been used to sample bootleg whiskey and alcohol. Liquor was given to the guinea pigs to determine if it was dangerous for human consumption. A nearby resident complained of the squealing of the pigs, which occurred, according to the raiders, every time they were plied with liquor.

Co-Ed Universities Find Most Favor

Walter M. Hart, vice-president of the University of California, has statistics showing that co-educational universities are exactly twice as numerous as those attended only by one sex. He states that out of 193 universities and colleges in the accepted lists of the Association of American Universities, only six technical schools, eight universities and twenty-seven colleges are limited to men's attendance and only twenty-eight for women. There are twenty-eight universities, eight technical schools and eighty-eight colleges co-educational. Each kind of institution has advantages and disadvantages, from an educational standpoint, he asserted. As for popularity, he declared, our national answer to the question can be inferred from the figures.

Three Huge Mergers of Banks Proposed

Three new combinations of powerful banking groups are in the making in New York City. Their plans have been speeded up by the official announcement of the agreement reached between the Chase National Bank and the Mechanics and Metals National Bank, forming the second billion-dollar bank in this country. The most important negotiations now under way will result in the absorption of the Corn Exchange Bank by the National City Bank. The combined assets are estimated at $1,470,591,000. The second consolidation would merge the Central Union Trust Company, the National Park Bank and the Chemical National Bank. The third large merger is said to be the combination of the Irving Bank-Columbia Trust Company and the Chatham Phenix National Bank and Trust Company. The chief motive back of these combinations is the acquisition of branch banks by the leading institutions in the Wall street district.

Lenglen Retains Tennis Title

Suzanne Lenglen earned a victory on the tennis courts at Cannes over Helen Wills of California when she won two straight sets, 6-3, 8-6, in the tournament finals. This game, which was watched by two continents, was the most important sporting event of modern times exclusively in the hands of the fair sex.

Rockefeller Offers Museum to Egypt

Professor James H. Breasted has announced the gift of $10,000,000 by John D. Rockefeller, Jr., to King Fuad and the Egyptian people for the establishment of a great museum and archaeological institute at Cairo. The $10,000,000 offer was made in a letter from Mr. Rockefeller, personally presented to King Fuad by Professor Breasted, and the arrangement of practical details is being considered and discussed between the Rockefeller representatives and the Egyptian government. The institute planned would provide for research into Egypt's vast store of archaeological treasures.

Reach Compromise on Tax Cut

An agreement on the tax reduction bill was reached by the Senate and House conferees which virtually assured revenue reductions for the present year of $381,000,000. Immediate passage of the bill by Congress and signing by the President was confidently expected. The maximum surtax rate was reduced from 40 to 20 per cent. on incomes of more than $100,000. Theatre admissions below seventy-five cents are to be exempted by the new law. The tax on automobiles was reduced from 5 to 3 per cent., while the tax on trucks was repealed. Repeal of the capital stock tax was approved by the conferees, but a compromise was necessary to adjust differences in regard to the corporation income tax, which was set at 13 per cent.

Earth's Age Put at Billion

Lecturing before Princeton geologists, Dr. Alfred C. Lane, chairman of the department of geology at Tufts College, estimated the age of the earth at one billion years. Dr. Lane, who is chairman of a committee of the National Research Council on the determination of the age of various geological periods by means of radio activity, founded his estimate upon the lead-uranium method by which the age of geological formations is found by determining the proportion of uranium converted through ages into lead by its own radio activity. He predicted that in a few years a method will be perfected so that much more definite figures can be given.

Moscow Forbids Irreligious Plays

The Central Committee of the Young Communist organization in Moscow has forbidden evening parties and anti-religious plays by its members. The committee says that such affairs are directed against the church and are calculated to irritate the feelings of church people, especially national minorities, and engender hatred of the members of the Young Communist Party by the peasantry. This reversal of the attitude of Communists toward the church is significant.

Would Rebuild Rome to Beat New York

Architectural innovations, so startling and revolutionary that, compared to them, the most daring skyscrapers of New York will seem old-fashioned, would be a result of the building of the new Imperial City of Rome, which Premier Mussolini's magic hand has commanded to come into being within five years. This seems to be the determination of Fascist architects and artists who have created a spirited aesthetic controversy. Traditionalists want a calm, dignified and balanced Rome representing a continuation of medieval, Christian and ancient Rome. Others want a Rome with a "Fascist futurism" imprint and not an archaeological imprint. One writer states that the new architecture will surpass that of Michelangelo.

Highest Fire Rages in Equitable Tower

The world's highest big fire, which shot up flames more than 500 feet above the street level, started in the Equitable Building in New York city recently at 3 o'clock in the morning. The fire was subdued after a fierce fight of three hours, during which eight men were hurt and tens of thousands of dollars of damage done. The fire started on the third floor and raced up 400 feet in a shaft containing electrical insulation and pipe lining and broke out at the thirty-fifth floor. A battery of 100 scrubwomen were taken down to the street floor in the elevators and firemen rushed up to the scene of the fire.

Safest Railroads, Claim of England

World leadership in railway safety is claimed by Great Britain. In 1925 only one passenger was killed in a train accident. In the present century there have been two years—1901 and 1908—without a fatality, and in 1909, as in 1925, only one was killed; while in 1916, 1919 and 1923 only three passengers met death. As 1,700,000,000 passenger journeys are made by train every year, the chance of death is infinitesimal. The problem of railway transportation in Great Britain is entirely different from that in the United States. Long hauls are negligible. Sleeping cars are needed only in two directions from London, toward Scotland and to Plymouth. But in the many thickly populated districts of the country railway tracks form a network such as exists in America only near New York, Chicago and other large cities.

Heavy Investment in Sporting Goods

The value of sporting and athletic goods produced in the United States during 1925 was about $90,000,000. Since the war, it is said, the production of recreation equipment has been considerably above the normal consumer demand, accounting for the recent low prices of this merchandise. A general upward trend in the cost to the consumer, however, is expected in the near future. The first manifestation of this rise has already been noted in golf balls, now up an average of ten cents each over current retail prices for December last; and in rifle and shotgun ammunition, which has advanced from fifteen to twenty per cent. In 1924 the amount of manufactured sporting and athletic goods was about $105,000,000, much of which had been carried over by jobbers and merchants from the preceding year. Production for that period was about $75,000,000 or $80,000,000.

"Bob" Costing England Millions Yearly

No barbers or hairdressers are included among those drawing the government's dole for the jobless even though England's unemployed total well above a million. This fact is revealed in statistics just published, showing that women of this country are spending about $100,000,000 a year more with hairdressers of various kinds than they did before bobbing and shingling became fashionable. It is estimated that about 7,000,000 women and girls more than sixteen year old, about half the female population of England and Wales, are now wearing short hair.

Banks Report Greatest Growth

Reports showing record-breaking growth in the earnings and resources of several of the large New York City banks; predictions of another favorable year in 1926 and several changes in directorates were some of the features of the annual stockholders' meetings held early in the new year by practically all of the national banks in New York. The National City Bank placed its total resources for 1925 at $1,215,033,000, which compared with $1,142,329,000 at the end of 1924, the present figure being the largest on record. Deposits of the National City Bank were also the greatest on record, amounting to $921,573,000, against $913,082,000 a year ago.

Turk Calendar Advances 582 Years

Turkey, with the passage of one law, has jumped ahead exactly 582 years. This new law requires the use of the international calendar, which changes the date in Turkey from that of 1344 (the Mahometan year based on the Hegira, the flight of the prophet from Mecca to Medina) to the Christian date, 1926. The religious calendar will be as of old, and the feast days will be proclaimed as heretofore, on the rising of the new moon. Turkey also has adopted the 24-hour clock of current European use.

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By BERNARD BERNARD, Phys. D., M. P. C., Editor of "Health and Life"

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EDUCATION IN ACTION

British Gypsies Thirst for Education

The Surrey (Eng.) County Education Committee was recently given a great surprise. When the committee decided to open a school especially for the large gypsy colony which lives in caravans, tents and shacks in Hurtwood Down it was feared that the teachers would have difficulty in enforcing attendance and keeping order. All the children of the colony appeared on the day the school opened in an old army hut, and the male teacher and his kindly wife made such an impression on the little gypsies that they refused to leave when the session for the day was over. At night practically all the adult members of the colony, including a seventy-six-year-old grandmother, showed up for the school arranged for persons over fourteen. An addition to the school building and employment of more teachers were necessary to meet the unexpected demand of the gypsies of all ages for a knowledge of the "three R's."

Literacy on Rise in Russia

Figures published by the Commissariat of Education of the Soviet Union indicate that the rate of illiteracy in Russia has decreased from 486 per 1,000 to 375 within the last six years. The Commissariat announced that 8,000,000 illiterates have received the rudiments of education in that period. The Soviet government now maintains 40,000 centres for the eradication of illiteracy, while the Society for the Suppression of Illiteracy has enrolled 1,700,000 members. During the past year 14,000,000 primers in the native languages of sixty-three different races were published and more than 5,000 persons qualified as special teachers for the non-Russian peoples in the Soviet Union.

Students' Cars Barred From Campus

New York University has issued an order barring students' automobiles from the campus at University Heights. The ground officials found such an order necessary because of congestion. Going to college in an automobile had grown to such proportions that each day the grounds were filled with cars, from the expensive eight-cylinder type to the second-hand Ford. Each school day many students came chugging to the campus in their automobiles, and by the time the first classes were called there would be a string of parked cars there that filled the space. Hereafter only Faculty cars will be allowed to park beside the halls of learning.

Latin Alphabet for Transcaucasia

The alphabets of the smaller states in the Soviet Federation are gradually being Latinized by Russia. The transcaucasian government has just approved the adoption of the new Turcoman alphabet (in Latin characters) throughout the transcaucasian federation, comprising Georgia, Azerbaijan, Armenia and several smaller autonomous regions.

Would Weed Out Drones and Boozers

In the opinion of Professor E. A. Ross there are 1,000 students at the University of Wisconsin who are wasting their time. He believes that 2,000 others might be persuaded to study if the first thousand were off the campus. With the drones weeded out, the university, with some 5,000 students, would again be surrounded with an atmosphere of earnestness and hard work, he declared. "If I were president of this university," he said, "and I am sure I would last about three months—I would eliminate the loafers if it took out 1,500. I also would eliminate the 'boozers,' the 'hip flask toters' and the fellows who think it's smart to violate the laws."

Uniform Insignia for Junior Police

A new standard arm band, which has been adopted by the Massachusetts Safety Council for use by the members of the junior safety patrol, is now being distributed to the members. This organization of youthful "traffic cops" does traffic duty at street crossings and on sidewalks adjacent to schools during the time the children are going to and from those institutions. The new arm band, the signal of authority, consists of a green cross of aluminum, similar to the device used by physicians, and straps to attach it to the arm. The Boston Lions Club is financing the purchase of these in Boston and distribution is being made by Traffic Officer McArdle, who is also instructing the members of the patrol.

Path Traveled by Commissioner of Education

In the annual report of John J. Tigert, United States Commissioner of Education, it is shown that during the past year he traveled 43,144 miles, spent 137 days in the field, including Sundays; conducted four national educational conferences, addressed 28 national associations, 3 regional associations, and 12 state associations. He visited officially three state departments of education, addressed several city and county educational associations, visited and addressed fifteen institutions of higher learning and six summer schools. He made five commencement addresses and two dedicatory addresses and represented the government on one inaugural occasion. He addressed three high schools and thirteen business organizations (chambers of commerce, Rotary, Kiwanis and other clubs), making a total of 157 addresses before audiences aggregating 87,410.

B. U. Dean Named Allegheny Head

The trustees of Allegheny College, Pittsburgh, Penn., have elected Dr. James Albert Beebe, dean of the School of Theology, Boston University, as president of their institution. Dr. Beebe was ordained to the ministry of the Methodist Episcopal Church in 1903, the year of his graduation from Simpson College, Iowa. He was graduated at the Boston University School of Theology in 1909. In 1920 he was elected dean of that school.

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BOSTON

University of Texas Getting Rich on Oil

The Constitutional Convention of 1876 and the Texas Legislature some six years later gave the University of Texas a little more than 2,000,000 acres of land located in the western part of Texas as the permanent endowment of the institution. On a block of this land oil has been discovered. It is estimated by geologists that the pool will yield about 65,000,000 barrels of oil, of which the university will receive the owner's royalty of one-eighth of the amount recovered or about 8,000,000 barrels. It will require about fifteen or twenty years to drain the pool. The university has completed two excellent laboratory buildings at a cost of almost $1,000,000, and has under construction a recitation building worth $400,000. Architects estimate that $10,000,000 will be required to complete the plant at the university. An income is derived from the rest of the 2,000,000 acres, as this land is leased for grazing purposes.

Alumni Advisers for Brown Freshmen

Brown University, pioneer in the realm of "Honors Days" and "Deans' Lists," is launching another movement which gives promise of bringing alumni and undergraduates into closer touch, to the benefit of both, reports Henry G. Clark, '07, president of the associated alumni of Brown. This is the system of alumni advisers, advocated by the advisory board of the associated alumni at its meeting last March and put into operation by the committee this semester. The idea is this: Each freshman, not living in Providence or its immediate neighborhood, now has a responsible alumnus on whom he may call for advice and consultation whenever problems pertaining to college and outside life arise. Many freshmen — there are about 280 of them assigned to advisers —have already availed themselves of the privilege; and their advisers are enthusiastic over the opportunity of meeting them.

Variety of Jobs for College Students

Young men can work their way through college in at least 120 different ways, A. L. Rose, manager of the employment bureau of the College of the City of New York, declared recently. He compiled a list of occupations for which he has actually supplied help from the student body of the college. "There are very few occupations," Mr. Rose said, "which we must exclude when we compile a list of the means whereby ambitious students earn their education. Obviously, our students are not bankers, nor lawyers, nor physicians nor directors of corporations. But excluding such major professions as the foregoing, there is hardly a man's work in the city for which I have not supplied some student of the college. If the young man has no means, but does have ambition, he can work his way through college."

Japanese Poets in Contest

This year's imperial poetry contest in Japan will be on the subject "The Clear, Crystal Stream." The theme is set by the poetry board of the imperial household. From 60,000 to 70,000 poets in the empire are engaged on the composition of the ceremonial poem. Every year a subject is announced, invariably on some subject of nature, the contest being open to every one. Only one foreigner as yet has ever won recognition, this being Mrs. Charles Burnett, wife of Colonel Burnett, American military attache.

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HORSFORD'S ACID PHOSPHATE

New School at Lenox, Mass.

A new school, with a student body of about fifty boys, will open in Lenox, Mass., next fall. Rev. George Gardner Monks has been elected headmaster of the Lenox School by the trustees. The school will be started under the auspices of the Episcopal Church of the Province of New England, and will have "the moral support of the dioceses though they will not have an actual direction in the conduct of the school." The chief motive in starting the school is to provide at moderate cost the advantages now already given in the other New England boarding schools. It will be run on the self-help plan, with a view of keeping the cost at about half the rate of the best well known boarding schools. No prospectus of the school has been issued, but applications are already being made to the trustees.

Girl Students Ban Cigarettes

By a vote of 83 to 12 the girl students of the Massachusetts Agricultural College decided against smoking by "co-eds" at the college. The Girls' Student Council frowned upon the practice of smoking in the vicinity of and on the campus, but owing to the great amount of discussion this topic aroused they decided to submit the question to the student body for a general vote. The ban on smoking was carried by a wide margin.

Czar's Death House Now University

Part of the house in Sverdlovsk, Siberia, in which the Emperor and Empress of Russia and their family were murdered has been converted by the Bolshevik government into a small communist university. The remainder of the building is used as a historical museum. The students of the university and the library apparently are undisturbed by the presence in the basement of the bloodstained, bullet-pierced room in which the Czar and his family were killed. This grim chamber has been preserved by the local officials to serve as a "historical reminder of the just fate that befell the autocrat of all the Russias." The former dining room of the imperial family has been transformed into a reading room, where scores of proletarian students in black calico shirts and high boots pore over newspapers and scientific books.

Emigrants' University Success in Britain

A strong contrast to most of the immigrants entering the United States even under the present restricted American policy is presented by the student body of the emigrants' university recently established at Mundford, Norfolk, Eng. The purpose of the school is to prepare men and women of education, character, physique and financial means for life in British overseas dominions. Instead of poverty-stricken and ill-trained immigrants, the British colonies demand the best blood and brawn their mother country has to offer. This demand has resulted in the establishment of the training centre in Norfolk, a certificate from which insures immediate acceptance of an immigrant by the Colonial Governments. Farms are provided and financial assistance given those who have passed tests for fitness. On a 1,000-acre farm in England conditions under which settlers work and live in the colonies have been reproduced. The course of training lasts six months, after which a student has some indication of his chances for success as a pioneer in Canada, Australia or British Africa.

The March Number of "EDUCATION" is the Official Organ of the New England Association of Colleges and Secondary Schools

This influential Association celebrated, recently, its Fortieth Anniversary, at Boston, Mass., the meeting-place being the Jacob Sleeper Hall, adjoining the Boston University. The "Guests of Honor" were all the living Past Presidents of the Association, nearly all of whom were present. The following is the distinguished list, viz:—

Charles E. Fay, 1886-1888; Charles W. Eliot, 1898-1900; William H. P. Faunce, 1908-1910; Ernest Carroll Moore, 1913-1914; Mary Emma Woolley, 1914-1915; Alfred Ernest Stearns, 1915-1916; Abbott Lawrence Lowell, 1916-1917; Ellen Fitz Pendleton, 1917-1918; Horace Dutton Taft, 1918-1919; Lemuel Herbert Murlin, 1919-1920; James Arthur Tufts, 1920-1921; George Daniel Olds, 1921-1922; Clement Collester Hyde, 1922-1923; Anna Jane McKeag, 1923-1924.

The subjects discussed were as follows:

INDIVIDUAL INSTRUCTION

Elementary Schools—Charles L. Spain, Deputy Superintendent of Schools, Detroit, Mich.
Secondary Schools—Alexander J. Stoddard, Superintendent of Schools, Bronxville, N. Y.
Colleges—Dean Herbert E. Hawkes, Columbia University, New York City, New York.

HONORS COURSES IN AMERICAN COLLEGES

President Frank Aydelotte, Swarthmore College.

REPORTS OF COMMITTEES

Joint Committee on College Entrance Requirements—Dean Otis E. Randall, Chairman.
Committee on Standards for Colleges—President Kenneth C. M. Sills, Chairman.

Special Report—The Honors Work at Smith College, Northampton, Mass.—Professor Eleanor Duckett, Smith College. There were also Reports by Florence Bigelow and Henry G. Pearson, on College Entrance Requirements.

Copies of the March number containing these addresses can be obtained (as long as they last) for 50 cents, postpaid, by addressing the Publishers of **Education, 120 Boylston Street, Boston, Mass.**

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Today I pleased a pretty woman by telling her that a certain red-faced, snub-nosed, bald-headed mortal looked like her."

"Go 'long!"

"Fact! The red-faced, snub-nosed, bald-headed mortal was her first baby!"—Boston Transcript.

Making Conversation.

Sea Captain, (introducing friend to his old aunt)—"This is my old friend, Barker; he lives in the Canary Islands."

"How interesting," murmured the old auntie, and then gathering all her wits, she added, "then, of course, you sing."—New York Globe.

Wool Gathering

Rural teacher (after lesson on snow)—"When we go out on a winter's day and look around, what do we see on every hand?"

Tommy—"Mittens."

Waiting for the Whistle

A ten-year-old boy who was attending a party "from 2 to 4" wearied of playing games and went to the kitchen to find the hostess.

"What time is it?" he inquired.

"About 3.30," she replied.

"Well, it's only half an hour till quitting time. When do we eat?"—Herington (Kan.) Times.

Those Pencil Marks

"Who was it saw the handwriting on the wall, Bobby?" asked the teacher.

"The landlord," replied the boy who lives in a flat.—Boston Transcript.

In the Cooking Class

Teacher—"Who invented the hole in the doughnut?"

Esther—"Oh, some fresh-air fiend, I guess."—From the Chicago News.

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Pure Science and Dollars

[New York Times.]

Secretary Hoover in his address before the American Society of Mechanical Engineers made a powerful appeal for the support of pure science. He did it on the ground of the "dollars results"—not that he would put these first. The plea might well, as he said, be put wholly upon moral and spiritual grounds, from the unfolding of beauty to the "inculcation of veracity of thought," in Huxley's phrase. But he asks for the larger support of research in the field of pure science solely upon the basis of its money returns, leaving the other reasons out of the account.

One startling, summarizing statement made by Mr. Hoover, who is first of all an engineer, was that *"our whole banking community does not do the public service in a year that Faraday's discoveries do us daily."* The income of Michael Faraday did not even in his most prosperous days exceed $500 a year, and yet a hundred years after one of his discoveries, which chemists from remote parts of the earth met in England last June to celebrate, what he gave to the world is, according to this high authority, more valuable to the world than all the annual transactions of the institutions of commerce and finance in New York City. And yet when Faraday was asked what was the use of a certain discovery of his, answered only: "What is the use of a new baby?" There is no price that the world could not afford to pay such investigators; they are national and world assets beyond valuation; but, as Mr. Hoover says, they don't wish a great price. All they need and ask is an opportunity to live and to work. And his contention is that in America we are for our own material advantage not doing enough to give nourishment to pure science research. Many a genius in science "has defaulted because he has had to eat"; he has had to find his nourishment in some other field of work. The total amount spent for such research is one-twentieth of what is spent upon applied science research—and one-tenth of what is spent for cosmetics.

Though ultimately all applied science will dry up unless the sources of pure science are maintained, these very sources are being endangered in America by the drafting of men of creative genius into the applied science service and away from fundamental research work. The sources may be replenished in three ways: by enabling university men to give more time to research and by increasing their number; by making possible the co-ordination of research on a greater scale; and by maintaining separate institutions for pure science research. This will mean release to some extent from engulfing demands of teaching and administration and the provision of instruments and assistants, to give greater freedom for concentration. "Consequential discovery or invention" is not to be made in the future by "the genius in the garret."

It is a wholesome humbling to be told by such an authority that America, with all her genius, "occupies a position far in the rear of the majority of European nations" in the advancement of fundamental scientific knowledge. We excuse ourselves by saying that we are still in the pioneering stage and that there are other employments more lucrative. But these excuses will not be accepted longer. Such gifts as that of Dr. Nichols's research laboratory must be widely made and generously supplemented by funds for the endowment of men, and independent research institutions, notably the Smithsonian, must have increased popular support if we are to become the land of "incalculable destinies," as Tyndall prophesied.

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—The American Magazine.

Meetings to Be Held

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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